

# Iowa's Teacher Leadership & Compensation System

Iowa Teacher & Principal Leadership Symposium  
August 4, 2014



Teacher Leadership  
& Compensation



# Teacher Leadership & Compensation System

Division VII of HF 215 created the Teacher Leadership and Compensation System, as well as the Teacher Leadership Supplement (TLS) categorical funding stream.

- **Goals:**
  - attract and retain effective teachers
  - promote collaboration
  - reward professional growth and effective teaching
  - improve student achievement by strengthening instruction
- **Planning Grants:** \$3.5 million available in 2013
- **Phased-in Entry:** \$50 million available per year for the 2014-15, 2015-16, and 2016-17 school years



# Teacher Leadership & Compensation System (cont.)

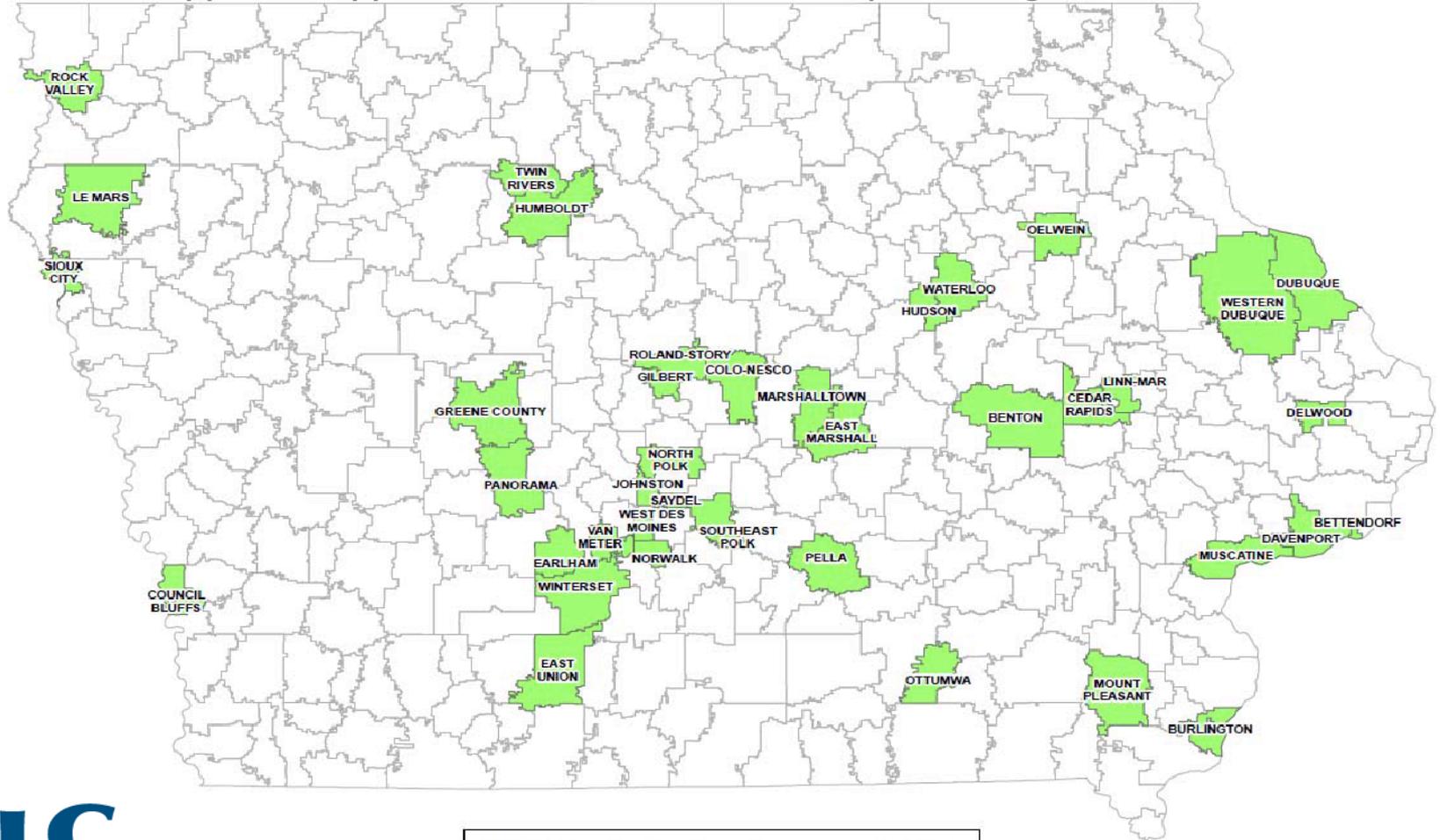
Division VII of HF 215 provides school districts three models to consider in developing a local teacher leadership and compensation plan.

<b>Teacher Career Paths Model (284.15)</b>	<b>Instructional Coach Model (284.16)</b>	<b>Comparable Plan Model (284.17)</b>
Based on the work of Iowa's Teacher Leadership and Compensation Task Force and creates model, mentor, and lead teacher roles.	Includes three leadership roles: model teacher, instructional coach, and curriculum and professional development leader	Includes minimum criteria all plans must meet: (1) minimum salary of \$33,500 for all full-time teachers; (2) increased support for new teachers; (3) differentiated, multiple teacher leadership roles; (4) rigorous selection process; (5) aligned professional development system.



# Participating Districts

The Commission approved applications from 39 districts, representing 1/3 of Iowa's students.



 School Districts with Approved Plans



# Creating a System of Support

The Department of Education is working with stakeholders across Iowa to identify, coordinate and provide opportunities for teacher leaders and school leaders to build the knowledge and skills they need to be successful in these new leadership roles.

	<b>Adult Learning</b>	<b>Collaborative Culture</b>	<b>Communication</b>	<b>Content, Pedagogy &amp; Assessment</b>	<b>Systems Thinking</b>	<b>Data</b>	<b>Organizational Leadership</b>
							
<b>Focus Areas</b>	Design and delivery of professional learning.	Facilitation of group processes and development of necessary structures for professional learning environments to be effective.	Cultivation of skills associated with effective dialogue with colleagues.	Implementation of research and best practice in content (Iowa Core), instruction and assessment.	Integration and alignment of district and statewide educational improvement efforts.	Facilitation of data analysis and data-informed decision making.	Facilitation and enactment of a vision for school improvement with teacher leadership as a point of leverage.

# Creating a System of Support (cont.)

## Phase 1

- Identify/revisit the needs of the system (students, teachers, teacher leaders, administrators, community stakeholders)
- Establish and communicate a vision for teacher leadership in the greater context of school improvement (ground the work in a strategic plan, the IPDM, MTSS, or some other improvement model)
- Determine/revisit the goals for a system of teacher leadership and identify indicators of success (attend to impact and effect)
- Understand and engage in learning about the change process
- Create structures and schedules conducive to collaboration and professional learning

## Phase 2

- Engage in training
  - Coaching (teacher leaders of teachers, principals of teacher leaders, superintendents of principals)
  - Content Knowledge and Pedagogy
  - Adult learning
  - Systems thinking
- Cultivate collaboration
- Monitor progress via analysis of indicators

## Phase 3

- Monitor and evaluate impact and effect



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# Managing the Change Process

For many school districts, developing a local teacher leadership plan will be an exercise in second-order change.

## First-Order Change

- Consistent with prevailing values and norms
- Meets with general agreement
- Implemented using people's existing knowledge and skills

## Second-Order Change

- Not obvious how it will make things better
- Requires people to learn new approaches, or
- It conflicts with prevailing values and norms

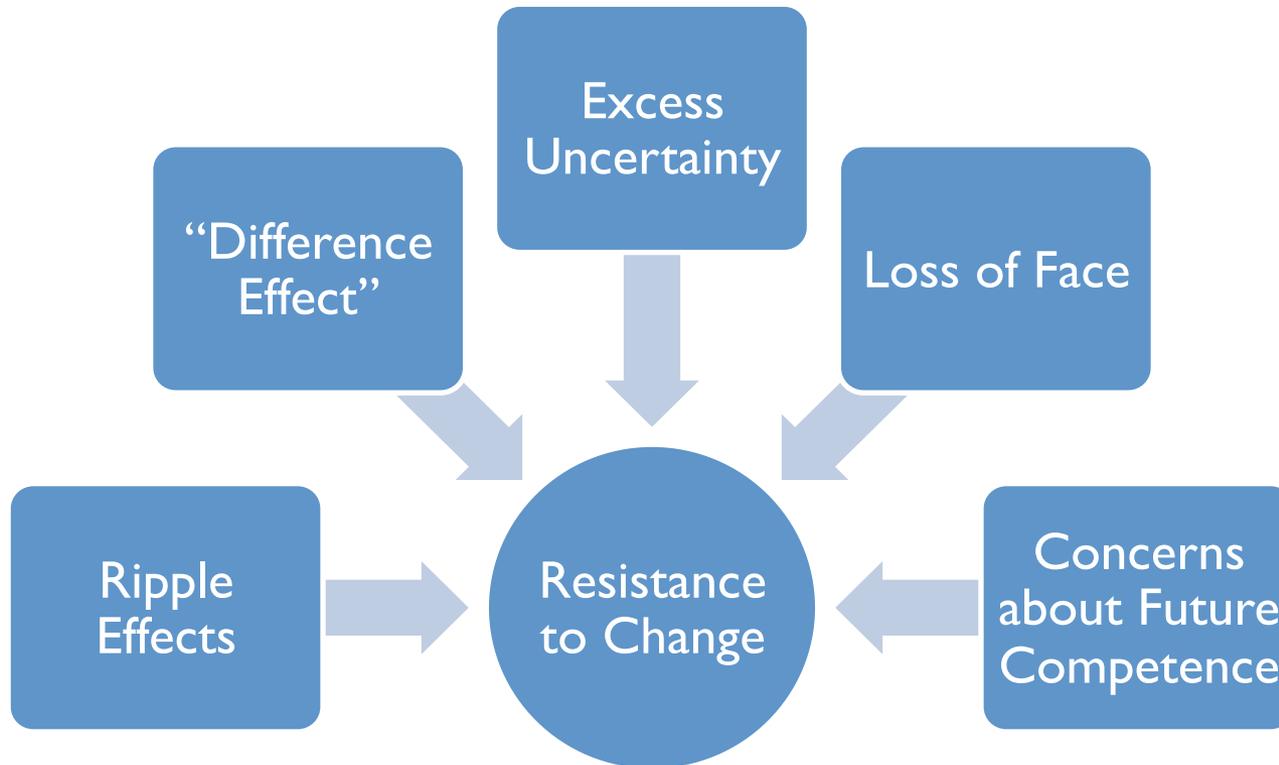


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From *Waters, Marzano, and McNulty "First-Order versus Second-Order Change"*

# Managing the Change Process

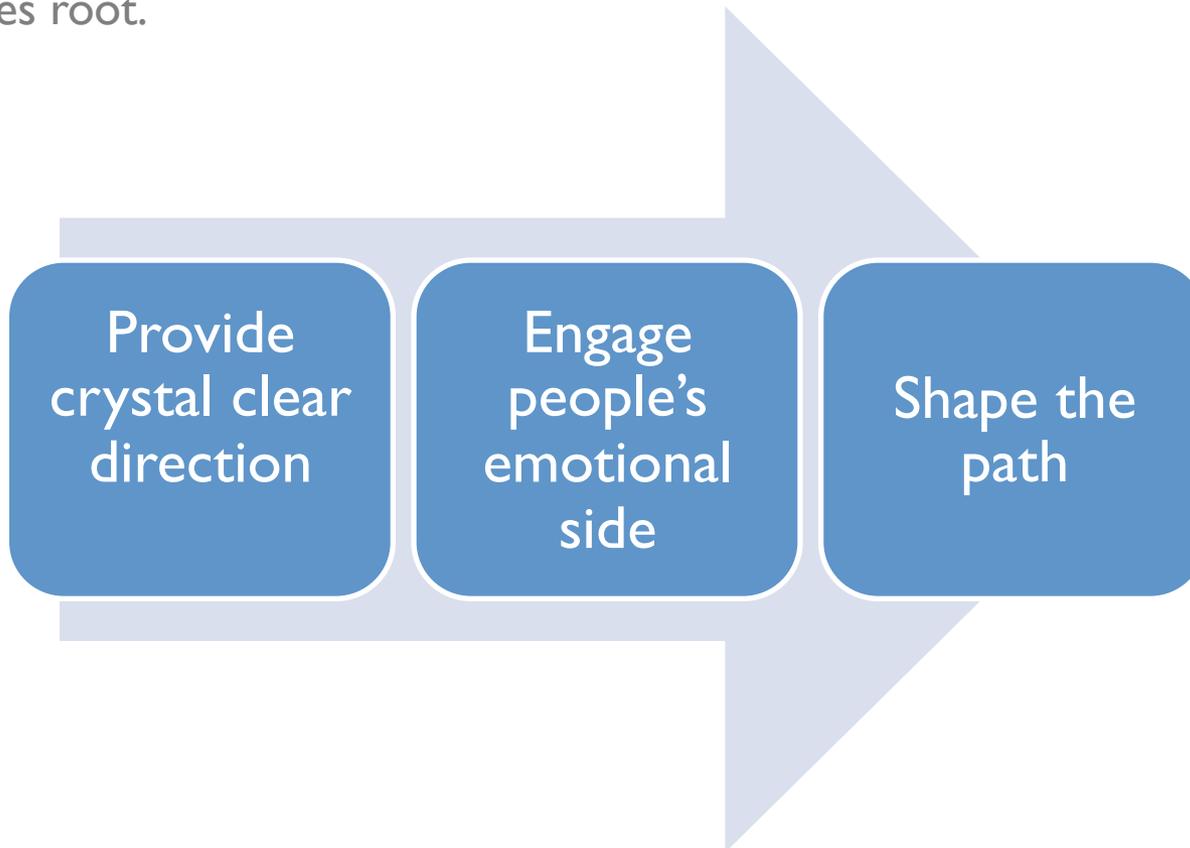
People often resist change for powerful, compelling reasons.



From Rosabeth Moss Kanter,  
"Resistance to Change"

# Managing the Change Process

Change can be difficult. Chip and Dan Heath provide a framework ensuring that the change takes root.



# Lessons From the Panel

**Jeff Dieken**, Principal, Hudson High School

**Deron Durflinger**, Superintendent, Van Meter Community School District

**Ray Feuss**, Teacher, Kenwood Elementary in the Cedar Rapids Community School District

**Paul Gausman**, Superintendent, Sioux City Community School District

**Kelly Simon**, Director of Curriculum and Instruction, Western Dubuque Community School District

**Brenda Garcia-Van Auken**, Parent and Iowa Board of Educational Examiners Member, Muscatine

**Paula Vincent**, Chief Administrator, Heartland Area Education Agency



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